

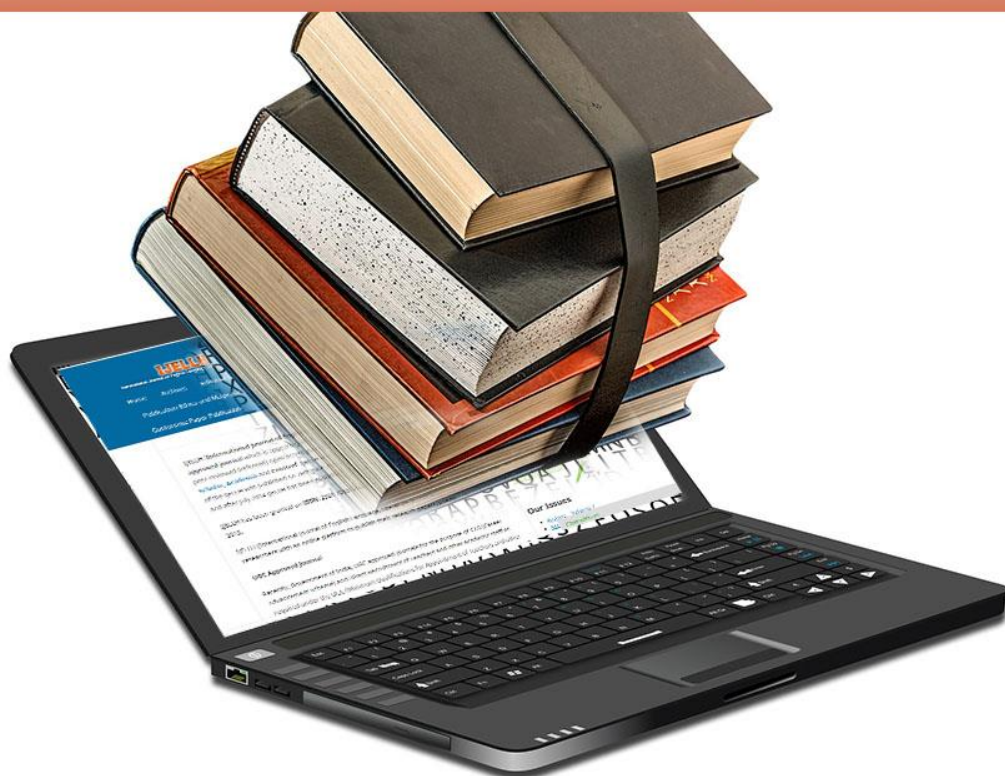
**ISSN** INTERNATIONAL  
STANDARD  
SERIAL  
NUMBER

ISSN-2321-7065

**IJELLH**

## International Journal of English Language, Literature in Humanities

Indexed, Peer Reviewed (Refereed), UGC Approved Journal



### Volume 7, Issue 3, March 2019

[www.ijellh.com](http://www.ijellh.com)

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## Efficaciousness of the use of Educational Technologies in Teaching English to the Students of Tertiary Level

### 1. Introduction

Language is a tool of expression of human beings. Today English Language has become an indispensable for communication. English is available at all section of Indian society because of that Indians need to learn English Language. India is also one of the countries which has started shifting quite rapidly from vernacular to English language as medium of instruction in education.

The Students in India can be categorized into two; the one who takes the regional language as a medium of study from the primary level and the other is one who takes English as a medium of study. The students, who have the regional language as a medium of study, have to learn English as a second language. And learning second language means acquiring a system of rules. Students find themselves unable to express in English because they have no idea of proper sentence structure and its set of rules.

Today we are living in the era of rapidly transforming technology and teaching English Language using technology has also got positively impacted. Yet in most of the schools and colleges translation method is used for teaching English as a second language. Still stereo type

methods of Black Board and chalk Sticks are used with very less changes in pedagogy. This creates very bleak picture of teaching-learning process of English Language and even though students who have good academic record, confront lots of linguistic problems at the time of communication. Many academicians and linguists together with technocrats have deliberated on various innovations to be used in language teaching.

## 2. Importance/ Rationale of Proposed Investigation

*“Friends, our dear sister  
is departing for foreign  
in two three days,  
and we are meeting today  
to wish her bon voyage,”*

The lines, written by Indo-Anglian poet Nissim Ezekiel in the poem ‘Goodbye Party for Miss Pushpa TS’, decades ago throws open the clichés that plague English in our country even today.

***And Gujarat is no exception. Is English still a foreign language to the country? Why is it that students, despite being trained in the use of the language, continue to falter?***

Recently, Gujarati boy Pranav Mistry- alumnus of University and currently head of Think Tank team of Samsung Research America that designed the Samsung Galaxy Gear smart watch, faced criticism for his heavily accented English. This has once again raised the issue of quality of English teaching in institutes and colleges in the state.

***Ironically, students score well in English language exams. For instance, only 12% students of 1<sup>st</sup> Sem of Bachelor of Engineering at Gujarat Technological University failed to clear***

*English language subject, known as communication skills. This is the university that churns out maximum engineers every year.* If the marks in English theory are anything to go by, communicating in the language should not be very difficult for the students. However, a common complaint that recruiters have is lack of communication skills among the students, especially in English.

*Though not wanting to tag Gujarat students as being poor in English, yet even if they speak English, it would have the flavour of Gujarati or their mother tongue. The broken English often acts as a hurdle for them as a professional.* Many experts feel that English being the third language for children in Gujarat, it is not easy for them to pick up the language all of a sudden in college.

*Problem of imbibing the structures of grammar to a larger extent create immense problems for the students. Even when students have taken admission in professional courses like Engineering, Pharmacy, Architecture etc there is hardly any interaction in English in the classroom.* It (the interaction) is often in Gujarati or Hindi. Students don't talk much in English and hence the problem in fluency remains intact. *So being with the technical institutions, it is quite easier for the teacher, if they can use audio-video devices in teaching English so that the entire process of learning becomes meaningful not just securing the marks.*

*So these highlighted issues persuade me to take the research that endeavors to uncover the efficacy of using audio-visual devices in teaching the grammatical structures of map the competency level of the communication skills in the final year students of degree engineering in the region of Saurashtra of Gujarat State through well-designed questionnaire. And the data, its analysis and interpretation will lead to develop the models that can assist the teachers and students in easing the situation a bit.* As it is voiced that “Communication

*competence is the degree to which a communicator's goals are achieved through effective and appropriate interaction."*

### **3. Scope of the proposed study:**

The research work would be carried out across the Saurashtra Region covering all the degree engineering colleges with the sample size of 30 students. The targeted group includes UG students of different semesters of different branches of engineering.

### **4. Review of work already done on the subject**

Review of Related Literature would supplement the facts and figures required to provide the authenticity of this research work. It would help the readers comparing, collating, correlating and understanding the viewpoints of several other prominent and distinguished authors who have penned down their erudition in books, journals, periodicals, case studies, and web based text on ethical communication in business.

### **5. Research gaps identified in the proposed field of investigation**

No work is complete in itself hence the incompleteness of any work leads to "re"-search the point of study for the further exploration with different view point. The study that is being undertaken here has been walked around a lot by lots of linguists, communication experts and so on from their own perspectives. I also toil to comprehend the issues of teaching English Grammar in various engineering colleges of Saurashtra Region of Gujarat state. A few colleges have definitely been trying to improve upon the level of teaching English Grammar by adopting the best possible means of teaching. But there are a few colleges that neglect the significance

of improving the linguistic skills of the students. That can indeed hamper the overall personal of the professional students to a greater extent. The end product of my work would definitely be of great help to understand the significance of using Audio Video Devices to teach grammatical structures of English Language thereby improving their communication proficiency.

#### **6. Objectives of the proposed study:**

1. To check the current level of knowledge of English Language
2. To validate the understanding of the structures of Grammar
3. To ensure the correct usage of the structures of Grammar
4. To understand the learning expectations of the students in language class
5. To perceive the method of teaching English Grammar in the Engineering class
6. To ensure the efficacy and outcome of teaching grammar with Educational technologies devices

#### **7. Research Methodology:**

The present research work would be carried out on the basis of data to be collected from primary and secondary sources that available in different form. The work would include the references of the e/books of distinguished authors, journals in electronics and print form; web based contents, some videos and presentations and so on. The collected data would dully edited, classified and analyzed using all type of relevant statistical techniques and employing the most appropriated parametric and non-parametric test. The data would be presented through simple classification and with the help of graphs, tables, images and pictures. The language that would form the structure would be simple and lucid so that everyone who can comprehend it.

## 8. Hypotheses to be tested:

To realize the objectives of the study the following null hypothesis have been developed for empirical testing:

1. Measuring the current level of the knowledge of grammar
2. Gauging the level of understanding the syntax of the language
3. Ensuring the correct usage of the structures of Grammar
4. Understanding the learning expectations of the students in language class
5. Perceiving the method of teaching English Grammar in the Engineering class
6. Ensuring the efficacy and outcome of teaching grammar with Projectors

## 11. Tentative Chapterization:

### **Roots to Route of English Language Teaching in Indian Perspective**

English entered into India through the British rule. As the latter ruled India about 400 years, their language had profound influence upon India. Though teaching of English had started for their vested interests, it now became necessity of people. It developed from Grammar – Translation method to the use of Teaching and Learning tools in it.

### **Historical Perspective of Use of Educational Technologies in Teaching English Language**

The word ‘visual’ refers to seeing by giving aid to the eyes, they help in making the impression of the lesson permanent in the student’s mind. The visual aids are tools of record to improve speaking skill that are use for several times and more than others. These things have been

employed for many years in the classroom, where the object picture section and gestures have been systematically used with visual work to elucidate meaning, this practice has been an essential element in teaching. Visual aids can clarify the material more easily in teaching learning process.

### **Review of Related Literature and Models of Competence in Communication**

Review of the related literature is an important part of research report. All completed research projects become the part of accumulated knowledge in the field and contributes to further study in the field.

The investigator should know the different methods adopted and techniques selected by researchers for similar kind of projects. The review of related literature helps to avoid duplication on the one hand and suggests areas of further study on the other hand. Survey of related literature implies locating, teaching and evaluating reports of research as well as reports of casual observation and opinions that are related to research projects. It promotes greater understanding of the problem and its critical aspects.

### **Research Design & Methodology**

The research component that is being selected here in this work is to ensure the effectiveness and efficacy of using Projectors and language lab in Teaching Grammar in engineering college and it demands experimental design. It includes the formulation of problem statement, hypothesis and to ponder over the probable results.



## Data Analysis and Interpretation

The purpose of the data analysis and interpretation phase aspires to transform the data collected into credible evidence about the development of the intervention and its performance. The analysis includes the following steps:

- Organizing the data for analysis (data preparation)
- Describing the data
- Interpreting the data (assessing the findings against the adopted evaluation criteria)

The collected data from the sample size of 30 is helpful to use several of the following 5 evaluation criteria as the basis for organizing and analyzing data:

- Relevance
- Effectiveness
- Efficiency
- Results/Impact
- Sustainability

To meet the rationale of the research undertaken, the **sample of 30 students of degree engineering from Atmiya campus of Saurashtra** was selected. Well thought-out experimental sessions of units of grammar were selected to justify the objectives of the research. The sessions covered the time span of nearly two months

**The experimental sessions on tenses, clauses and determiners in grammar were set** as the stated three modules/units of grammar form the major composition of communication skills.

**The calculated value of 'T' is higher than the table value. The hypothesis is rejected. Hence there is significant difference in the teaching before and after the program.**

**For the authentication of the data, Pre-test and Post-test were administered** keeping those three units in consideration. The testes taken by the students were being scored in view of correct answer key. For each correct answer, one mark was allotted whereas no mark was allotted for wrong answer.

Ample number of sessions covering tenses, determiners and prepositions were conducted by using Audio-Visual Aids. **The results were very much encouraging.** Analysis and Interpretation of the data reveal that Students/Participants of the program have improved their English Grammar no less than 5% after seven weeks of the well designed modules that provided learning on tenses, determiners and prepositions. To validate the claims made in the previous statement, the investigator has given the following data of 300 participants/students who had undergone the 7 week well-designed program in statistical form in table 1.1.

The presented data of research is of 30 students of Atmiya Campus of Saurashtra. The data shows evident differences in percentages. The data obtained on the basis of Pre-test and Post-test that were administered in the Units of Grammar is presented in table 1.1

**Table 1.1**  
**Number of Student, mean achievement score, SD, S<sup>2</sup>, SE, Diff**  
**and T-value of the Pre-test and the Post-test**

Tests	No	M	SD	S <sup>2</sup>	S	SE	Diff	T	Value of significant level 0.05
Pre-test	30	14.20	5.01	12.29	3.50	1.51	154	8.02	2.05
Post-test	30	19.33	3.83						

Table 1.1 clearly indicates that the mean scores of 30 students on the bases of pre-test and the post-test were **14.20** and **19.33** respectively where as the value of SD were **5.01** and **3.83** accordingly. Df value is **154** for one tailed test. The T value of the difference between mean scores was found **8.02**, which was greater than the t-value **2.05**. Thus the obtained t-value was highly significant at **0.05** level. The calculated value of ‘T’ is higher than the table value.

**Hypothesis “There will be no significant difference between students’ mean achievement pre-test & post-test score in English Grammar after using Projectors” is rejected. Hence there is significant difference in the teaching before and after the program**

Chart – 1.

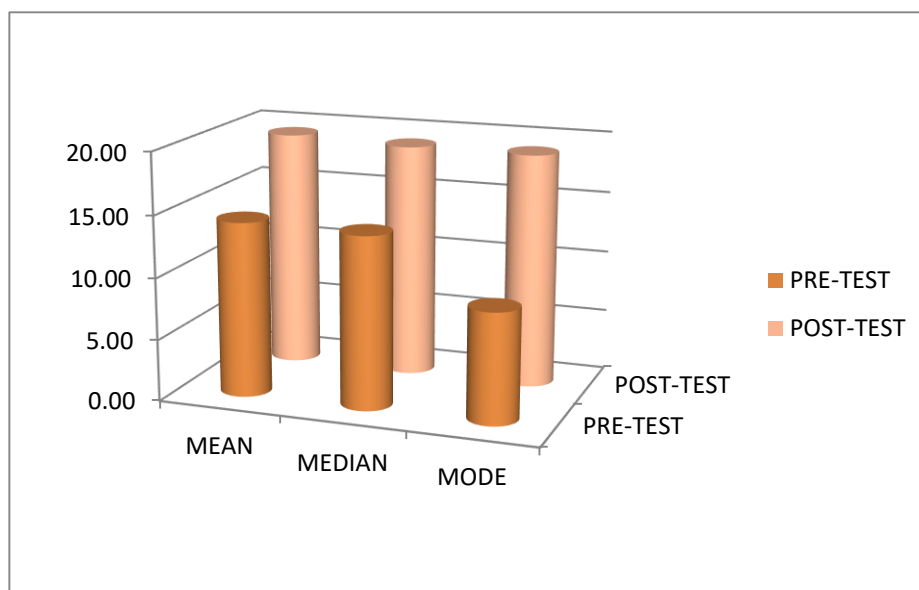


Chart-1 presents the data of Mean, Median and Mode obtained from the comparison of Pre-test and Post-test. In pre-test Mean is **14.20**, Median is **14** and Mode is **9** and **19.33**, **19**, and **19** respectively in post-test.

### Conclusion and Recommendations

The prime rationale of this research uncovered how the use of audio-visual aids facilitates language training and learning grammar in typical classroom set up of professional courses of engineering in Saurashtra. Subsequent to the data analysis; it can be assumed that together the teachers and the learners would showcase encouraging mind-set toward the vindicated application of audio-visual aids. Teachers and Students both unanimously coincide that the language teaching and learning is quite easy if complemented with technology and technology

caters diverse needs of the learners.

With the assistance and competent use of audio visual aids in the classroom, teachers can teach English Language and Grammar in the most effective and interesting way, hence stimulating the curiosity of the class. Different visuals bring variation in the classroom teaching which are helpful to draw the attention of the students toward the lessons. For instance, if the language teachers use different pictures related to the lessons of the grammatical units in the class, the learning curve indeed gets the escalation.

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